

128 p 100 130
"Lift me in your quiet-horn."

"They do; they miss their Mother. You married early began with a nurse so capable that you gave the children up to her; she was followed by instructresses as capable in their way; so that you have, in fact, all along been giving place to some superior person."

"A true bill, I fear; but, to begin with the nurse, she was very kind, & I do think, cared for the children. Besides, she took excellent care of their health, a great matter to one who knew so little as I of children's ailments. She knew her value, there was no course open but to part with her or let her have sole control in the nursery. Had you been at hand things might have been different."

"Yes, Child, I know; you have always been most diffident, & your very regard for this foolish old Mother of yours has kept you from having needful confidence in yourself. I am much to blame that the pleasure I took in my gentle daughter blinded me to her deficiencies; you went to your new life sadly ignorant in many ways."

"Advise me now Mother; there may be up-hill work before me, but there are still three babes in the nursery, something might be done with them. I have not succeeded with the elders. Good & sweet children as they are, they have taken themselves out of my

MS. A. 1. 2. 3. 12

with what is passing about them. Besides,
there is arrogance in supposing that the
ways of our youth must be the best ways; we
the children will be losers if we do not
believe that God is educating the world;
teaching, now, new & better things than
belonged to our youth; & the new light
which belongs to their own generation the
children should be left open to receive.

"I do not see my way; this overpowering
rush of new knowledge, new ideas, on
the subject of education has, indeed,
caused me to allow more advanced
persons to take the children in hand. &
is all beyond me."

"May a mother make over her responsibility
to other persons? How far parents are
concerned with the education of their
children, in what way they are pledged to
keep up with their young generation, be-
comes a grave question when we come
to deal with a Young England, not too
reverent, & fully ready to depend upon
a new & glorifying itself. We are living in
a new & remarkable age; ~~the world's~~
~~virtues are, doubtless, as pure as~~
~~which succeeding ages ripen in a~~
~~certains order~~ & the courage of the
young people seems to us more heedless
the sort of quality that used to be
condemned in "a bold child," if their
honesty seems audacious, their enterprise
unreasoning dash, it may be because
we

D3p13cm12/13

- we don't understand these latter
developments. We need not brack out our
wonder as to what the world is coming to;
something better than it has yet reached,
no doubt; but while we make way for
the new, we, too, have our part to perform.
We must see ~~with~~ that the ~~prizes of~~
~~valued in~~ ~~our own~~ ~~prize~~ be ~~borned~~ up in the
new bundle of life. But I speak as if
you too, were a grand mother".

"Indeed, I feel so, as far as the children
left me behind. It grieves me to see
how little they know of the gentleness,
deference, modest courtesy, you tried to
instill into us. But what can I do?
They are going upon new lines, ~~developing~~,
in new ways, some qualities one cannot
but admire; I cannot stop them in
mid-career to enforce what are ~~in their eyes~~
old-fashioned virtues, which, somehow,
do not fit in well with ~~what may be~~
~~called~~ the character of the day."

"Then, I think you are wrong; it is the
business of parents thus to graft the best
of the old upon the new; besides, this
old fashioned regard for the opinions &
feelings of others is exactly the ballest
which the character of the day needs
to give its steadiness & weight. But his
duty is a difficult one; the elder generation
cannot easily keep up with the advancing tide
of

28 p 140 183 116
- of opinion, while they fall back the children
forward, following any lead in their way.
Parents must see to it that they do not
drop out of their natural & honourable
office. If only men & women did not
commit themselves on the most moment-
ous of careers without the knowledge,
power & purpose which should qualify
them for it! A farmer, a lawyer, a
doctor, must be brought up to his business,
but, because any man who chooses
may marry, very few take the trouble
to fit themselves for the vocation of
fatherhood.

"I hardly see what qualification could be
acquired; a father should be a wise &
upright man, no doubt; but is not
that every man's positive duty? In
his relative duty as a father he does
but bring out whatever of wisdom or
goodness is in him?"

"He should at least know something
of the very composite nature of a child,
should have considered what education
ought to effect, & have made up his
mind as to his own part in the training
of a family. People are beginning to see
that this kind of special preparation is to
be desired for all teachers, & how much
more valuably would it be to parents,
under whose hands their children first take form."

128 p 15

"But there is a difference between parents & teachers. Does not the sympathy with his children & the natural insight which comes to a mother cloud her in stead of much of this sort of preparation, which must simply deepreading & much thinking - rather appalling to think of? Then, how could poor uneducated parents ever do well under such conditions?"

"Parents are, we may well believe, helped in a peculiar way; but ignorance is seldom docile, & therefore, in spite of all guiding, many do, as a fact, go indolently or stubbornly wrong in their treatment of their children. This may account for what has been set down to the discredit of religion, that a good man's life may be embittered by unworthy children. ~~he has not known what was in them, nor how to treat them, & the ignorance which ever possesses of no man of a natural law has come after him.~~ In the poor who do not regret the ill effects of their untaught condition, the bad habits, the want of principle, which too often make servants a trial, & fill the Sunday School teachers with dismay?"

"But am I right in thinking that your suggestion covers such a course of reading in moral & in physical sciences as few middle class people would have time for, & which seems to me utterly beyond the reach of the labouring poor? Surely the spread of Christianity should avail more, after all, than a wider knowledge

of the principles of education." 128p/June 33, 16

"Christianity should constrain a man to do well that he knows how to do, but does not instruct him in any workman's art; does not make a man a tailor, or a cook.

Perhaps only a Christian man is capable of educating his children in the fullest sense. Yet, being this, loving the truth & shunning a lie, a father may, for want of other knowledge, bring up his children to deceive themselves & him: into formalism, excess, over-Christiness, he may ignorantly err. It is a man's duty to know, therefore, I think, we have no reason to suppose that any superhuman means will be employed to supplement our ignorance."

"No doubt - the cost of knowledge you speak of is desirable, & even necessary; but it still seems to me quite beyond the range of ordinary people?"

"Human physiology, mental & moral science, theology, all deal, it is true, with the nature, well-being, & relations of human beings, & there covers a wide field. But a practical & thoughtful mind, may, it seems to me, gather the broad principles which should regulate action without any deep study or unusual learning. Indeed, it is much to be desired that there should be brought home in simple forcible words to the 'unlearned ignorant', as that everyman should at least know what is due to the soul nature of his child."

"Yes, I do think a course of lectures on ^{the} how to educate our children, would be of use to many parents. We have all seen parents act-

228p17m33 17
- act in a wrong & foolish way off their children
without being ~~at all~~ aware of it.

(Spae)

"Let us suppose a Mother, like myself, dissatisfied
with things as they are, & anxious to take up her
dropped stitches, how should she set about it?"

"I can only pretend to answer as having brought-
up my children over again - thought & read a
good deal on the subject of a Mother's duties
when it had become too late to perform them.

You shall make what you can of my after-wind.
To answer your question; this not-impossible
mother should, I think, try to keep up with
the times, should know what is being done &
thought in the world, that her children may
not come to regard her opinions with indulgent
superiority."

"But so many things are taught in schools
now, science & history, languages & literature,
& I know not what besides; were there nothing
else to be done I am not clever enough to keep
up with the boys."

Probably not; but you might keep up with
current thought upon these subjects; master
the outlines of their various studies without
attempting the details which the student
must acquire laboriously. School-learning,
now, moulds the opinions of young people upon
practical matters, & it is her own fault when
her verdict on a question of right or wrong
is set aside with 'Mother ~~knows~~ does not
understand.'"

"But how is one to get at these general outlines?"

i28p18cmC33

"Never was this so easy; there are to be had beautiful little books, upon almost every subject, written by thoughtful & scientific men, who ~~removed the mysteries to us 'unlearned & ignorant'~~ & show us the rationale of the matters they treat of without embarrassing us with details. Never before were the high priests of learning so helpful & brotherly. The

least